

Spring 1-15-2012

## ENG 1002G-007: Composition and Literature

Debra Valentino  
*Eastern Illinois University*

Follow this and additional works at: [http://thekeep.eiu.edu/english\\_syllabi\\_spring2012](http://thekeep.eiu.edu/english_syllabi_spring2012)



Part of the [English Language and Literature Commons](#)

---

### Recommended Citation

Valentino, Debra, "ENG 1002G-007: Composition and Literature" (2012). *Spring 2012*. 21.  
[http://thekeep.eiu.edu/english\\_syllabi\\_spring2012/21](http://thekeep.eiu.edu/english_syllabi_spring2012/21)

This Article is brought to you for free and open access by the 2012 at The Keep. It has been accepted for inclusion in Spring 2012 by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

**Composition and Literature**  
**English 1002G.007**  
**9:30—10:45 a.m., TR**  
**Coleman Hall ETIC 3130 (classroom) and 3120 (lab)**

**Instructor:** Debra Valentino**Office:** CH 3820**Campus Phone:** 581-6987**E-mail:** [davalentino@eiu.edu](mailto:davalentino@eiu.edu)**Office Hours:** Tuesday and Thursday

11:00—12:15 p.m.,

1:45—3:00 p.m.

and by appointment

**Texts and supplies:**Literature: An Introduction to Fiction, Poetry, Drama, and Writing, 11<sup>th</sup> edition, Kennedy & GioiaThe Little Brown Handbook, 11th Edition, Fowler & AaronWebster's Collegiate Dictionary, 11<sup>th</sup> edition

- USB flash drive to save document files for course essays
- Spiral bound notebook for in-class notes, writing, quizzes
- Double-pocketed folder with brads for class handouts and printed essay drafts

**Course Description:** ENG 1002G is a writing-centered course based primarily on the reading of literary texts. Its purpose is to improve students' skills in critical thinking and analytical expression. Our central focus will include the genres of short fiction, drama, and poetry. Students will also advance their critical thinking, composition and documentation skills by writing a research paper.

**Course Objectives:** Our goals this semester are to improve students' abilities to:

- Think critically about literary texts.
- Write analytically in expository mode about literary texts.
- Successfully apply strategies of revision to their own writing.
- Write in improving standard edited English.
- Locate, understand, and integrate secondary sources with primary sources.
- Use MLA documentation style correctly.

**Grades:** All essay grades will be evaluated using the "Guidelines for Evaluating Writing Assignments in EIU's English Department" (attached) and averaged using the following scale, according to percentage achieved:

90—100	A
80—89	B
70—79	C
60—69	D
below 59	F

Note: If a student fails to follow instructions (e.g. does not fulfill the required word length, or writes an essay in the wrong mode (e.g., expressive vs. expository, as defined in class), an "N/C" (No Credit) may be given for the paper. Note also, that no "Ds" or "Fs" will be given for the final course grade. Students averaging points below 70% will receive a grade of N/C as defined by the core curriculum standards of the Department.

**Grade Distribution** – Assignments will count for the following points, with adjustments made as necessary:

Essay I, II, III	50/100 /100
Essay Drafts	100
Peer Reviews	50
Writing Exercises	100
Reading Quizzes	100
Mid-term Exam	100
Individual Presentation	100
Group Presentation	100
Final Exam	100
Class Participation	100

**Course Assignments, Projects and Papers:** Each assignment will be explained and discussed thoroughly in class. You will also receive an accompanying assignment sheet and/or a grading rubric for additional clarity. It is then incumbent upon each student to ask questions, in order to gain fuller and complete understanding of all objectives. Students are also invited to meet with the instructor either after class or in conference, if necessary.

**Please note:** Assignment submission indicates not only that you believe you understand assignment expectations, but also that your work represents your best effort toward meeting the stated objectives.

**Reading Quizzes:** Short, unannounced, reading quizzes may be given in-class. These quizzes are designed to keep students apace with the course reading and prepared for the day's discussion. Since in-class quizzes constitute part of one's participation grade, absolutely no make-ups are given. Note however that on days documentation is provided, students who are exempt from class due to university-sponsored events will also be exempt from these participation points.

**Draft, Essays, and Exercises:** You will write a total of three essays (one for each genre) that will be polished over time through writing exercises, drafting, and revision. In order to receive the benefits of peer evaluation and instructor guidance, several "workshops" will be held throughout the semester. Drafts will be checked and discussed during these times, with student progress assessed on each draft. In addition, peer review sessions may be conducted and collected for credit. In addition, be sure to bring all drafts on current essays to all class meetings (including both electronic and hard copies). *Failure to do so will result in a deduction of Class Participation points.*

**Please Note:** You are required to keep all coursework, especially graded essays and drafts, and to bring all work with you to student conferences. For this purpose, please secure a separate folder (see *supplies* above).

**Late Work:** Essays are expected to be completed in a timely fashion and turned in on the due date. If no extension has been granted, late papers will be **marked down ten (10) points** for each missed class period.

**Note also:** All final drafts must be submitted to complete this course. Failure to submit any essay will result in a grade of N/C (No Credit) for the course.

**Attendance:** Regular attendance is expected. When an absence does occur, it is the absent student's responsibility to get all class information (including schedule/assignment modifications) from another class member. Students should use the class phone list to consult classmates regarding missed material and assignments. Once informed, students may then e-mail, visit, or telephone the instructor with specific questions. Failure to comply with this policy will result in lowered Class Participation points. I will not respond to emails that ask me what has been missed in any given class, because the answer will always be longer than I can summarize in an email reply. If you are called by a classmate, be sure to provide as much helpful information as possible. If you are absent, be sure to call the following students:

Classmate \_\_\_\_\_

Phone Number \_\_\_\_\_

Classmate \_\_\_\_\_

Phone Number \_\_\_\_\_

Classmate \_\_\_\_\_

Phone Number \_\_\_\_\_

**Note:** Students with more than three (3) unexcused absences will have their course grade lowered one letter grade. An excused absence generally occurs only when the student has a documented illness. Events such as funerals (other than immediate family), vacations, weddings, and other appointments are generally considered to be *unexcused*. Also, if you are not present when roll is called, you may be counted absent for the entire period. Similarly, students who take it upon themselves to leave class once it has begun may risk being marked absent for the day.

**Absences/Missed Work:** Students who are ill must telephone the instructor before class on the day of their absence, but should not assume that all reported absences are either received (via voicemail) or excused. Students may report Health Service visits and provide documentation upon their return to class.

**Make-up Work:** Missed exercises due to absence are due upon the student's return to class. Missed essays due to an excused absence may be made up within two weeks of the student's return to class, but only with instructor permission. If the absence is unexcused (no note, no phone call, or without approval) make-ups are not allowed.

**Conferences:** Feel free to see me throughout the semester whenever questions or concerns arise. Students are responsible for scheduling at least one conference per semester. Failure to attend a scheduled conference will result in a deduction of ten (10) pts. from your Class Participation score.

**Electronic Writing Portfolios (EWP):** Students who wish may submit an essay from this course to fulfill the EWP requirement for graduation from EIU. In order to receive approval from this instructor for this semester's coursework, students must submit their selections **no later than Thursday, April 19, 2012**. Instructions may be found, and forms may be downloaded off the internet from the following address: <http://www.eiu.edu/~assess/>.

**Students with Disabilities:** Any student who has a documented disability and wishes to receive academic accommodations should contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

**Plagiarism:** Students must familiarize themselves with the English Department's statement on plagiarism. If the student has clearly plagiarized, the instructor reserves the right to award the essay in question a grade of N/C. According to the standards set by the Eastern Illinois University Department of English, the policy for plagiarism is as follows: "Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original' (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

~ DO NOT JEOPARDIZE YOUR GRADE WITH AN ACT OF ACADEMIC DISHONESTY ~  
IF YOU ARE HAVING DIFFICULTY INTEGRATING YOUR RESEARCH, SET UP A CONFERENCE.

**Writing Center:** The writing center is at the end of the northeast corridor on the third floor of Coleman Hall in Room 3110. Students of English 1002G are encouraged to take their writing concerns to this center at any time throughout the semester. This is not a proofreading or editing service, but rather, a place where confusion and uncertainty about composition can be remedied. Also, if you are having particular problems with grammar and the mechanics of writing, this is the place (other than your handbook) to turn to for help.

Hours for Spring 2012 are:      Monday—Thursday 9 a.m. – 3 p.m., and 6 – 9 p.m.  
Friday 9 a.m. – 1 p.m.

In addition, you may receive free tutorial help by calling 581-5929.

The writing center web address is:

<http://www.eiu.edu/~writing/>

**Final Exam:**  
**Monday, April 30, 2012**  
**10:15 a.m.—12:15 p.m.**

## Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

	A	B	C	D	F
<b>Focus</b>	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
<b>Organization</b>	Is logically organized but without overly obvious organization devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity and coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
<b>Development</b>	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
<b>Style &amp; Awareness of Audience</b>	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
<b>Mechanics</b>	Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
<b>Process</b>	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback